School Library STANDARDS, 1954

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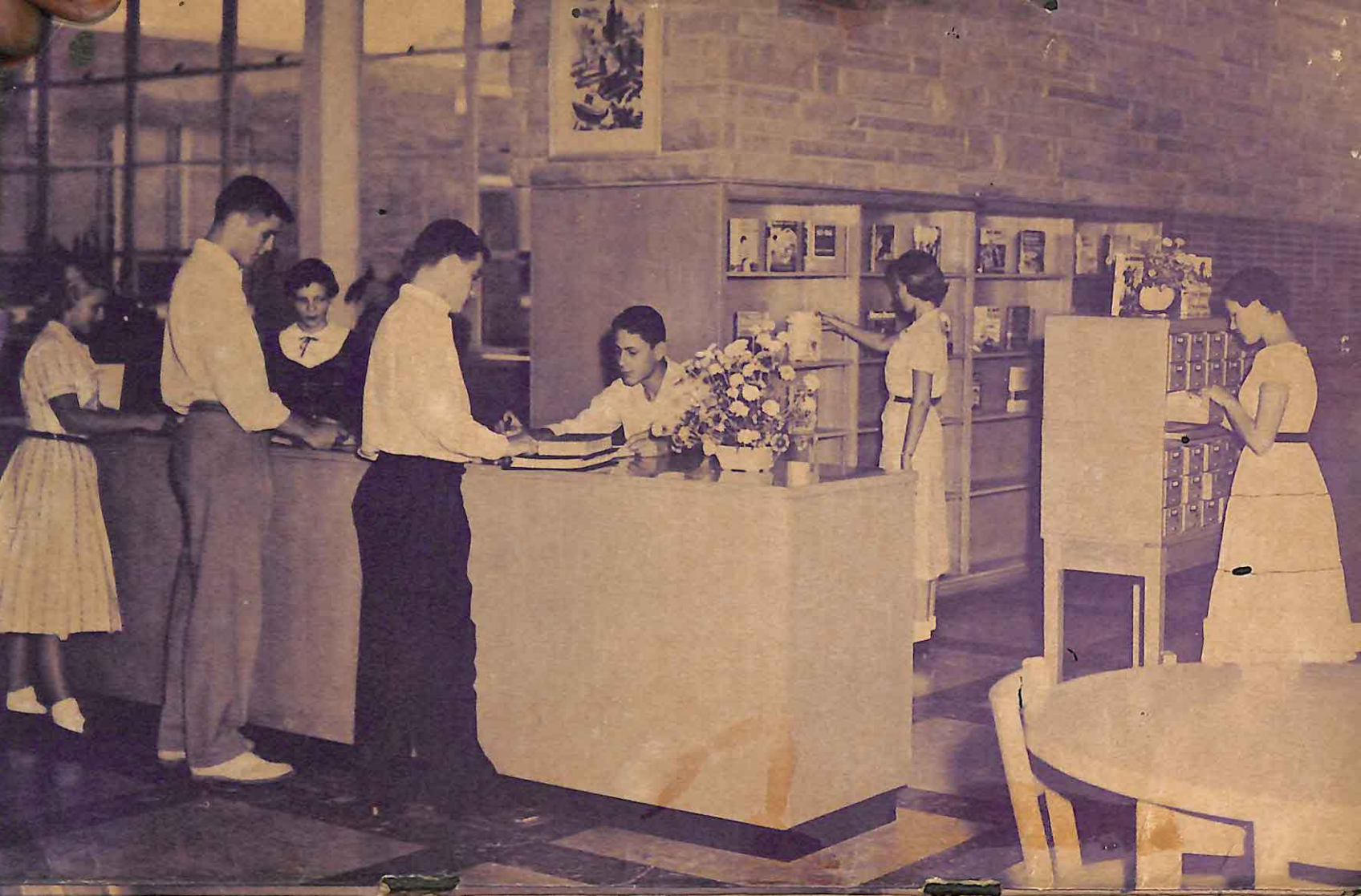
Bulletin 1954, No. 15

U. S. DEPARTMENT OF



SENIOR BASIC TRAINING COLLEGE
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School Library Standards, 1954

by NORA E. BEUST

Specialists in School and Children's Libraries

N.C.E.R.T.
Library

Bulletin 1954, No. 15

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OVETA CULP HOBBY, *Secretary*

Office of Education
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UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1954

For sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D C. - Price 20 cents

Rs. 1·25

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Foreword

THIS STUDY presents brief digests, with some explanations, of the school library standards which were in effect at the beginning of 1954. It includes digests of school library standards used (1) by four regional associations which accredit secondary schools, and (2) by State departments of education. In addition, the study contains a summary of recommendations employed for school libraries by some State departments of education. It presents, furthermore, a brief historical account of the development of standards for school libraries.

Standards provide a means for measuring and comparing the adequacy of school library facilities and services. It is hoped, therefore, that this compilation, covering the Nation on a regional and State basis, will be helpful to all personnel concerned with the development of the school library as an effective part of the educational program or with the training of school librarians. It is thought also that the study will prove useful to persons engaged in the accrediting or evaluating process.

Staff members of the State departments of education and of the regional accrediting associations have cooperated in the preparation of this bulletin. They supplied information in the form of letters, manuals, bulletins, and circulars; they checked for accuracy the preliminary digests of their own State standards which the Service to Libraries Section prepared. The Office of Education is grateful to these coworkers.

GALEN JONES, *Director,*
Instruction, Organization, and Services Branch.

WAYNE O. REED, *Assistant Commissioner,*
Division of State and Local School Systems.

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SCHOOL LIBRARY STANDARDS, 1954

STANDARDS for school libraries are important instruments for checking the effectiveness of the library in the total school program. The recognized objectives of standards are the improvement of teaching and learning in the school; but if standards are to serve this purpose, they must be subject to constant revision. The changes that have been made in the standards of today reflect, for example, the findings of research in such areas as child growth and development.

Historical Development

Present-day concepts of school library standards have evolved gradually since the beginning of the century. Ideas about the requisites of a good library program and how it can be developed have undergone some significant changes. The first report on formulated standards prepared in the United States was adopted in 1918 by the Library Committee of the North Central Association and by the Secondary School Department of the National Education Association. The Library Committee was organized in 1915 and carried out two purposes. First, it investigated actual conditions in high-school libraries throughout the United States through a series of surveys; and, second, it made these conditions known to school administrators in order to secure their aid in bettering existing conditions. The findings were reported at a national meeting of high-school principals, teachers, librarians, and State and city superintendents who discussed problems relating to high-school libraries. A new concept of the status of the library in the school grew out of this meeting. The action of the organizations gave school administrators the first national standards for high-school library development.

The quantitative nature of these early standards is more understandable after a study of the status and general function of the school library at the beginning of the 20th century. Jesse Newlon had this to say of school libraries of that period:

> "* * * There are few well-planned high-school libraries in the United States. Sometimes there is a large study-hall for the library—generally just one room with no workroom or convenience of any kind for the library staff * * * in the science department we have had definite standards by which to design. These standards have been worked out during many years in the colleges and in the secondary schools. * * * It has been easy, therefore, to convince boards of education that it is necessary to provide these. * * * We have been able to take boards of education to neighboring cities and show them what has been done, but we have been unable to do that in the library field. * * * Herein lies the importance of the report on "Standard Library Organization and Equipment for Secondary Schools of Different Sizes * * *" [1]

[1] *Proceedings of the National Education Association*, 1918. Washington, D. C., The Association, 1918 pp. 691–719.

The administrators wanted and needed something definite and official. The "Standards" commonly known as the Certain Standards, supplied the information requested. These almost completely quantitative standards were used for approximately fifteen years before educators realized that qualitative statements needed to be added. This change was largely brought about by the fact that schools were developing library programs in relation to the program of the school. This and other changes in the curriculum could not be measured by quantitative standards only.

The North Central Association of Colleges and Secondary Schools formulated less specific and more qualitative standards for use with schools in their area in 1939. These replaced the Certain Standards, as they were a better measure of the programs that were being developed.

The Middle States Association of Colleges and Secondary Schools included the library in quantitative school standards developed in 1920. These were gradually replaced by the *Evaluative Criteria* of the Co-operative Study of Secondary-School Standards.[2]

The Southern Association of Colleges and Secondary Schools began working on school library standards in 1926 in response to the request of the Southeastern Library Association. These standards were also influenced by the Certain Standards. In 1951 the Southern Association formulated less specific standards and integrated them with the complete standards used in accrediting secondary schools.

The Northwest Association of Secondary and Higher Schools did not adopt standards until 1935. These were influenced by school library standards of the North Central Association and the Southern Association.

School library standards soon were formulated by State departments of education for use in evaluating secondary schools for State accreditation. The American Library Association also recognized the importance of formulating school library standards to be used with *Post-War Standards for Public Libraries*,[3] the first publication in the "Planning for Libraries" series. The resulting standards *School Libraries for Today and Tomorrow*[4] (Table I) were published in 1945. These standards stress service to pupils and teachers, as well as quantitative standards for personnel, library resources, housing, and budget. They have exerted and are still exerting a great influence on regional and State standards and on the planning and evaluation of individual school libraries. Plans to revise these standards are in process.

A revision of the *Evaluative Criteria* was issued in 1950. Two major changes appeared in the revised materials; namely,

> Increased emphasis upon the qualitative aspects of the secondary school being evaluated and undesirable emphasis upon the comparison of secondary schools should be avoided * * * (1) The rating definitions have been changed to

[2] Cooperative Study of Secondary School Standards: *Evaluative Criteria.* 1939 and 1950 editions. Washington, D. C., The Study.

[3] *Post-War Standards for Public Libraries.* Chicago, American Library Association, 1943.

[4] American Library Association. Committee on Post-War Planning: "School Libraries for Today and Tomorrow; Function and Standards." (Planning for Libraries No. 5) Chicago, The Association, 1945.

emphasize both the presence of provisions or conditions desirable in a secondary school, and (2) their functioning, i. e., the use made of them. The graphic summary of the evaluation now emphasizes qualitative rather than normative data.

The General Committee of the Cooperative Study hopes that the revised *Evaluative Criteria* will continue the contributions of the 1940 publications to the improvement of secondary education. It also hoped that the present organization of the materials will facilitate their adaptation to the variety of secondary schools now in existence and that the materials will aid secondary-school staffs in meeting more effectively the educational needs of all youth of secondary-school age.

A recent development for evaluating the school program is the series of Consensus Studies in the Illinois Secondary School Curriculum Program.[5] Inventory A, B, C of the Consensus Study are concerned with the school library and are designed to be used by teachers, patrons, and pupils.

A Planning Guide for the High-School Library Program [6] is another new publication for use in planning and evaluating library programs. It is similar to Section F, "Library Services" of the *Evaluative Criteria*, but the guide is concerned with the evaluation of the library rather than being a section of a guide for the entire school.

School Library Standards of Regional Accrediting Agencies

Four of the six regional educational associations use standards in relation to their function of improving the quality of education within the area of their membership (Table II). The New England Association and the Western Association do not accredit their member schools. The Middle States Association of Colleges and Secondary Schools has used the standards set up in the *Evaluative Criteria* since 1940. The North Central Association of Colleges and Secondary Schools has made some changes in standards during the past decade. For example, a full-time librarian is required for 500 pupils or more as contrasted with the previous 800 pupils or over; the standard for books and periodicals is essentially the same except that the book stock and the quality of service are measured by the *Evaluative Criteria;* a minimum amount of money has been included for appropriation; room and equipment now refer to percentage of pupils accommodated; the phrase "conceived of as a communications center" indicates the function of the library; and there is greater stress on habit of reading and the joy of reading as well as "continuous and systematic use of the library by teachers."

The Northwest Association of Secondary and Higher Schools has also revised its standards. It, too, has increased the amount of training and

[5] Illinois Secondary School Curriculum Program (Consensus Study No. 6, Inventory A, B, C) Springfield, Ill., Office of the State Superintendent of Public Instruction, 1951.

[6] Henne, Frances, *et al.* "A Planning Guide for the High School Library Program" Chicago, American Library Association, 1951.

the number of hours spent by the librarian in the library; a greater number of books is required and more detailed directions regarding their selection; the minimum appropriation requirements have been increased to $1.50 in contrast to a former 75 cents; "the central library with adequate facilities for needs of instruction in subjects taught is required" rather than "ample room for recreational reading and study"; organization is required now though not specified in 1942.

The standards for school libraries of the Southern Association of Colleges and Secondary Schools have become an integral part of the accreditation program of the Association. Until 1951 the library standards were prepared as a separate section. Significant changes that have taken place are: (1) the experience and training specified by each State in the Association are used rather than the detailed schedule formerly required; (2) broad terms are used to describe number of books and periodicals rather than the specific details previously included; (3) appropriations include audio-visual materials and the phrase "library materials and services in adequate amounts"; (4) fewer quantitative details are included regarding rooms and equipment, but greater stress is placed on qualitative factors; and (5) the organization standard is much the same though there is greater stress on the responsibility of the librarian in acquainting those served with the collection and its potential services and uses. Planning with teachers for use of the library in the instructional program is also stressed.

Secondary School Library Standards of the States

Standards or recommendations for measuring the efficiency of the secondary school library have been established or are being planned in all except 2 States. Though these 2 States reported "No stated or written standards," each State has certification requirements for elementary and secondary librarians. Thirty-nine of the States have standards (standards of 2 of these States are proposed or tentative); 5 States use recommendations (recommendations of 1 State are pending). Two States are planning or are working on a statement of standards. Seven of the States that have standards are revising their standards. A summary of the standards for school libraries formulated by the 39 States has been compiled (Table III).

I. Personnel

In general, teacher-librarians with a minimum amount of library training are employed part time in the small schools; teacher-librarians with minors in library science work half time in medium-sized schools; and fully trained librarians work full time in large schools. Additional librarians and clerical assistance are provided in most of the larger schools.

Pupil assistants are referred to in standards for Arizona, Arkansas, Kentucky, Louisiana, Montana, New Mexico, and West Virginia. The amount of training required usually depends upon the size of the school. A reevaluation of the needs of pupils in small schools vs. larger schools has prompted 8 States to require basic training for library personnel regardless of size of school.

The amount of training for teacher-librarians working less than half time in the library ranges from 2 semester hours to 24 semester hours in schools of fewer than 100 to 200 enrollment; for teacher-librarians working half time the amount of training ranges from 6 semester hours to 24 semester hours in schools of fewer than 100 to 800 enrollment. For full-time librarians the amount of training ranges from 8 semester hours to 30 semester hours in schools with enrollments of 200 to 499, and it ranges from 12 semester hours to 30 semester hours in schools with enrollments of 1,000 or more. In Illinois the number of librarians depends upon the number of teachers in the school. North Carolina requires additional librarians in schools with more than 25 teachers. California, Florida, Illinois, North Carolina, and Washington make provisions for accrediting small schools where the employment of a librarian for each school is not practical.

II. Books and Periodicals

Minimum numerical requirements for books are specified in 24 States and of this number 17 States also indicate descriptive or qualitative requirements. Thirteen States use descriptive or qualitative requirements only. The requirements for books, periodicals, and newspapers vary, though a minimum of 500 books is required by 11 States. At least 5 books per pupil are required by 12 States. As many as 10 books per pupil in schools of designated enrollment are specified in 7 States.

Twelve States have descriptive statements. Examples of descriptive or qualitative requirements for books are: "Adequate number of books, reference material, magazines and newspapers"; "Supply needs for reference, research, cultural and inspirational reading"; and "All resource materials other than textbooks, including a wide variety of recreational material selected cooperatively by principals, teachers, and pupils under guidance of librarian." Books are selected to provide both enriched curricular and recreational reading. Standard lists are specified as the source for book selection in 9 States. Distribution of book purchase by using recommended percentages for subjects is included by Colorado, North Dakota, Pennsylvania, and Virginia. Iowa, Oklahoma, and South Dakota specify that books be purchased for the courses given in each school. Twenty-three States mention reference books.

A systematic acquisition of encyclopedias is required in California, Florida, Illinois, Indiana, Minnesota, and Wisconsin. Provision is made

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for the purchase of magazines in 33 States and newspapers in 27 States. Indiana and Pennsylvania recommend 12-month subscriptions for periodicals indexed in the *Readers' Guide to Periodical Literature.*

Books for the teachers' professional reading are required in Nebraska, and Ohio, and recommended in Louisiana and Indiana.

III. Appropriations

The money appropriated under the standards is for library materials. The librarian's salary is not included. In most States the funds are for books and periodicals, though a few States permit the purchase of supplies. Nineteen States require expenditures ranging from 50 cents to $2.50 per pupil regardless of enrollment, and of these States 7 require additional funds for encyclopedias or other materials. Twelve States require a per pupil appropriation that ranges from 50 cents to $2.50, according to the size of the school. Initial outlay for basic collections ranging from $500 to $2,500, according to the size of the school, is required in Kansas.

Minimum appropriations for library materials range from $75 to $500. Seven States specify $150 or less, while 13 States specify from $200 to $500. Detailed recommendations for expenditures according to pupil enrollment are specified by 29 States. Nebraska requires "professional library maintained with school budget," and Indiana recommends "Professional library should come from sources other than the school library budget."

IV. Rooms and Equipment

Most of the States include a requirement regarding the size of the library room. These statements vary from "adequate in size" for 8 States to specific percentages of enrollment or number of square feet. Space for 10 percent of the enrollment is required by Arkansas, Indiana, Minnesota (up to 100). New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Virginia, and Wyoming (500 pupils or less) require from 10 percent to 15 or 20 percent. Twenty-five square feet per pupil is required by California, Florida, Indiana, and Louisiana.

North Carolina recommends that "not more than 100 pupils be seated in one reading room, but for very large schools, a suite of library quarters * * *" Minnesota recommends "In school buildings with enrollments exceeding 1,000, more than one room should be provided." California limits the size of the library room to a maximum of 3,600 square feet.

The term "Centrally located" is used by California, Illinois, Louisiana, Maryland, Nebraska, North Carolina, Ohio, and Washington. Maryland also uses the more detailed statement "remote as possible from shops, playground, and music room." "Easily accessible" is the statement describing location for 12 States. "Attractive" occurs in standards for 9 States.

Standard equipment is required in 17 States, and detailed specifications are included in California, Kentucky, Maryland, Minnesota, North Carolina, and Oklahoma. Arizona uses A. L. A. standards for quarters and equipment. New Jersey recommends A. L. A. standards.

A room for the library program is generally accepted. There are, however, several statements worthy of note. Nebraska specifies "one or more central libraries in each school system with classroom libraries in addition." Kentucky and South Carolina require either a separate room or a library-study hall. Mississippi recommends "that the library be used instead of a study hall for students during their vacant periods." North Dakota says "not to be used as study hall." Wisconsin requires classroom libraries in each room, which may or may not be supplemented by a central library; while Minnesota requires "a library room in each school." Virginia specifies "a separate room." Minnesota standards recommend consideration of workroom and storage space, conference rooms, a listening area, a preview and demonstration room, and accommodations for audio-visual materials. Florida, Indiana, Maryland, and North Carolina suggest a reading room, workroom, and storage space as minimum, with a conference room recommended. Twelve other States include one or more rooms in addition to the reading room.

V. Organization

The organization requirements seem to follow a more or less uniform pattern. Twenty-seven of the States require that school libraries be cataloged. This technical process is specifically limited in 3 States—New Mexico, "catalog if trained librarian"; North Carolina, "cataloged in all schools employing trained librarian half-time or more"; and Wisconsin, "cataloged 6–12 grade." Twenty States require shelf lists, 18 require accession records, 22 require Dewey Decimal classification, 15 require loan systems, and 6 require inventories. Attendance records are required by Kentucky and Oklahoma, and pupil reading records by Florida and Wisconsin.

Two States do not specify the exact type of organization, but use such statements as, Georgia, "It has an organized, working collection of books, periodicals, pamphlets, flat pictures, maps, and many other audio-visual materials suited to the needs and interests of pupils and teachers"; and Minnesota, "organized to facilitate maximum use."

Audio-visual materials are part of the library organization in some States. Typical statements follow: Florida includes "The library shall be a materials center, disseminating supplementary printed and audio-visual materials, and all materials of instruction school-owned, both printed and audio-visual, shall be centrally indexed and available for use by all teachers"; Indiana recommends "that these materials be administered by the library"; Kentucky suggests "the library be the center for audio-visual materials"; and Minnesota says "The materials collection

shall consist of books, periodicals, information file, and audio-visual materials, organized for service."

VI. The Library in Relation to the Educational Program of the School

The library makes an important contribution to the development of children in the educational program of the school. The following statements are quoted as examples of programs with which the school is concerned:

Arkansas.—Encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value. Continuous and systematic use of the library by teachers.

California.—Promotes an active and effective reading program. Seeks to know reading interests of pupils. Keeps available records of reading. Compiles bibliographies for specific needs. Stimulates reading by displays and exhibits. Cooperates with teachers in guidance of pupils. Calls teachers' attention to new materials. Functions as a teaching agency. Directs orientation of new pupils in use of library. Gives group and individual instruction in use of books and libraries. Supervises group reading and research work of classes under teacher supervision. Makes bibliographies. Gives individual reference aid. Instructs library student assistants. Aids in curriculum development. Participates in curriculum studies. Is a member of State and local teacher committees. Prepares bibliographies for all reading levels and subject interests. Cooperates in development of good study habits in pupils. Assists in group and individual investigation. Suggests enrichment material for courses of study. Helps correlate subject fields as they are represented in library and textbook material. Contributes to guidance service. Encourages personal investigation and broad reading interests. Promotes desirable social attitudes. Cultivates good work habits and skills in use of materials. Develops personality and varied social relationships. Stimulates use of library resources for solving school and personal problems. Supplies occupational materials and stimulates the examination and exploration of them. Works with honor students and with reading improvement.

Georgia.—It is recommended that the library program should be planned jointly by principal, teachers, students, and librarian.

Illinois.—School library service is an integral part of the educational program which it serves. The "library" is more than a room with books in it; it is, in addition, a program of service which is peculiarly suited to the needs of the individual school. Recreational reading is provided through the school library, committees of pupils or whole classes work in the library on problems arising from projects or from the developmental needs of students, and collections of materials are moved to classrooms as they are needed.

Louisiana.—The library is considered a vital aid to classroom activity. It must be that unit which will supply the child with the materials which will help him develop as an individual and as a member of a democratic community. School library planning should be a cooperative enterprise carried on by the librarian and pupils, the librarian and teachers, the librarian and administrators, the school librarian and other librarians of the community, parish, or State.

Twenty-two States include specific requirements for teaching the use of the library. Eight States require that teachers use the library. Ten

States include references to hours the library is to be open. Tennessee says "The use of the library shall not be limited to the scheduled periods." Four States refer to the desirability of using the facilities of available libraries in State, city, or county to supplement the school library, but not as a substitute for the school library. South Carolina says "For purposes of accreditation of schools, the functioning of the library shall be given equal weight with the quantitative standards set up in the preceding sections of these library standards."

Summary Statement of States That Use Recommendations

The use of recommendations rather than requirements is a significant development in the field of school library standards. Five States—Alabama, Connecticut, Massachusetts, New Jersey, and New York—use recommendations rather than requirements for secondary schools and of this number all except one (Massachusetts) also use recommendations for elementary schools. The recommendations of these five States were influenced by or are actually the American Library Association standards found in "School Libraries for Today and Tomorrow."

States That Use Recommendations for Secondary Schools

Alabama uses standards of the Southern Association of Colleges and Secondary Schools and the A. L. A. standards. Alabama, however, "is in the process of formulating detailed standards or suggestions for secondary libraries."

Connecticut has a printed booklet entitled "Elementary and Secondary School Libraries: Criteria for Service, Personnel, Rooms, Budget, and Book Selection."[7] The bulletin is used as a guide for the establishment and maintenance of library programs in the elementary, junior, and senior high schools.

Massachusetts uses the following Proposed Regulations as recommendations: "Personnel, a full-time librarian in schools over 500 pupils; School Plant, adequate library with seating capacity of 10 percent up to 700 pupils, and with a book budget of at least $.50 per pupil per year."

New Jersey uses the A. L. A. standards for making recommendations.

New York has no formally adopted standards for school libraries, but certain sections of the Education Law, the Commissioner's Regulations, the Regents' Rules, and the practices of the State Education Department serve to a great extent to take the place of standards. The Certain Standards, 1918, were reprinted and used in the State after their adoption by the A. L. A. and the N. E. A. One of the school library supervisors

[7] School Libraries: Criteria for Service, Personnel, Rooms, Budget and Book Selection. Hartford, Conn., State Department of Education, 1952.

of the State Education Department served as a member of the standards committee of the A. L. A., 1944–45. The resulting standards "School Libraries for Today and Tomorrow" have served as recommendations for schools in New York State except for the changes due to increased price of books.

The Commissioner's Regulations regarding the professional education, certification, and employment of school librarians are considered highly important in connection with the standards. The present recommendation is that a librarian be employed from half time to full time for library work for secondary schools when the enrollment is between 250 and 500, and that a full-time librarian be employed for an enrollment of 500. The employment of additional librarians on the basis of each additional 500 pupils is also recommended. There is also a strong recommendation regarding the employment of librarians for the elementary school. There is no State-approved list of books, but recognized book selection aids are recommended. Teaching the use of the library is outlined in the State's "Language Arts" [8] handbook and the "Syllabus in English for Secondary Schools." [9] The expenditure of from two to three dollars a year per pupil is advised for maintaining and improving basic book collections. The increased price of books and increased use of library materials for instruction make book buying on an even more generous scale necessary. New school buildings are checked for library reading room and work room space at the time the Building and Grounds Division checks building plans. The annual library report shows that effective standards are concerned not only with adequate school library resources and personnel, but also with library functioning and teaching, reading guidance, and library instruction.

States That Use Recommendations for Elementary Schools and Standards for Secondary Schools

Six States: Illinois, Michigan, Ohio, North Dakota, South Carolina, and Tennessee use recommendations for their elementary schools and standards for secondary schools. The following are excerpts from their recommendations:

> *Illinois.*—* * * if possible, be under the supervision of a trained school librarian. * * * it is recommended that at least one teacher in each building have some training in library science. * * * It is also recommended that in schools with twenty or more classroom teachers there be a full-time librarian who has a year's professional library training, or thirty semester hours in library science. * * * The most economical and efficient service can be given by means of mobile collections moving in and out of a central library in each school building, supplemented by collections in the individual classrooms. * * *
>
> *Michigan* uses the American Library Association standards.

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[8] The Language Arts. Albany, N. Y., State Education Department, Revised Edition, 1949.

[9] *Syllabus in English for Secondary Schools.* Albany, N. Y., State Education Department (Reprint of syllabus issued in 1935), 1948.

North Dakota recommends organizing the school library and suggests that even borrowed books from the State Library Commission "* * * be placed temporarily on shelves in the same classifications."

Ohio.—* * * ideally, the elementary school librarian should have the full teacher training required for State certification plus one year of professional library training, specializing in work with children, either included in a four year college course or in addition to it. * * * If the school has a central library, there will still be a need for many books in the classroom. These books can be drawn from the central library and changed as the need arises.

South Carolina.—* * * the library in the elementary school should be a busy, inviting workshop around which basic school activities revolve—that is, it should enrich all the educational activities of the school and function for the wholesome development of each pupil. * * * Lessons in the use of the library should be given covering such topics as: citizenship in the library, location and arrangement of materials, and how to use books, dictionaries, encyclopedias, and the card catalog.

Tennessee.—* * * it is desirable that there be a librarian or materials specialist who shall have the same qualifications and educational background as other teachers. It is recommended that the librarian have had teaching experience in the elementary field. The librarian should have a minimum of 18 quarter hours in library service which includes courses in books and related materials for children.

Elementary School Library Standards

The regional accrediting agencies do not have standards for elementary schools since they are not concerned with accrediting them. Although the accrediting associations are designed primarily to improve the educational programs in secondary schools and colleges, nevertheless their influence is also being felt in the elementary schools.

Three times as many States have standards or recommendations for elementary school libraries now as had them 10 years ago. The increased interest in elementary school libraries can be attributed to developments in the philosophy and objectives of the school, research in child growth and development, changes in the curriculum, and changes in the concept of the elementary school library. The *Evaluative Criteria* and the A. L. A. standards for school libraries are the two documents that seem to have had the greatest influence in determining the type and categories of standards used by the various States. This is true of quantitative as well as qualitative standards.

Thirty States have formulated elementary school library standards or recommended standards (Table IV). One State is revising its standards, one State has proposed standards, and one State has tentative standards. In general, these are not as detailed as the secondary school library standards. However, Alabama, Connecticut, Florida, Indiana, Louisiana, Minnesota, and Wisconsin have standards or recommendations for elementary schools that are the same or with a few variations the same as the secondary school library standards. Alabama, Connecticut, Illinois, Michigan, New Jersey, New York, North Dakota, Ohio, South Carolina,

and Tennessee use recommendations rather than required standards. Arkansas uses a checklist as a guide to the study of the elementary school library and the statement "adequate library." Georgia has a standard only for appropriation for books. Oklahoma has standards only for books and periodicals.

There are standards or recommendations regarding amount of training, amount of time spent in the library, and number of librarians and assistants required in the library, according to enrollments in 20 States. These statements vary from detailed requirements by such States as California, Indiana, and Minnesota, to very general requirements in Arizona and Missouri. Twenty-five States have standards or recommendations regarding number of books in relation to enrollment. Sixteen States refer to standard or approved lists, while other States include qualitative statements, such as, "Materials should include books and periodicals to meet needs of pupils, such as reference materials, research, cultural and inspirational reading, vertical files on units to be taught and pictorial materials." Twenty States require or recommend a central library with standard equipment. The amount of space is referred to in terms of largest class size and 10 percent of enrollment. California limits seating capacity to a minimum of 46 (largest class, plus a few individual students). Minnesota limits seating capacity to a maximum of 75 to 100 pupils. Organization is required or recommended. Cataloging is recommended in several instances only if trained librarians are available. Appropriations range from 40 cents per pupil for books to $2 per pupil. Virginia and Wisconsin specify amounts exclusive of State aid. Audio-visual aids and encyclopedias are usually purchased from separate accounts. Library lessons are part of the program in 19 States.

Importance of Library Standards

The increased use of qualitative standards by both regional accrediting associations and State departments of education have made it possible: (1) to evaluate a greater variety of library programs in the elementary and secondary schools; (2) to provide opportunities for professionally trained supervisors of school libraries in State departments of education to exercise their competencies in improving the library program in relation to the total school program; (3) to carry out the philosophy of education that gives more than "lip service" to individual differences and needs of pupils and teachers; (4) to use the findings of research in child growth and development—for example, importance of measuring each child's own growth and development; (5) to encourage creative library supervision that results in helping the teacher to improve instruction through her ways of working with children; (6) to encourage the employment of a greater number of more adequately trained librarians; (7) to stimulate the improvement of the quality and increase the appropriateness of library resources; and (8) to plan functional library quarters of new design

with new materials during the current, most extensive school-construction program in our history.

Quantitative standards continue to be important in requiring: (1) minimum number of semester hours of library science for teacher-librarians; (2) minimum size of basic collections of library materials and minimum number of books per pupil; (3) minimum number of readers to be provided for in the library as well as maximum number of readers in a given reading room; (4) minimum organization; and (5) minimum appropriation for books per pupil. These quantitative standards are important insofar as they aid the school to improve the educational program for each individual child.

In conclusion, it may be said that a study of present and proposed standards of school libraries indicates: (1) an almost unanimous adoption by State departments of education of library standards or recommendations for secondary schools; (2) a widespread extension of library standards or recommendations to the elementary school; (3) a trend toward recommendations rather than required standards in both secondary and elementary schools; (4) a greater emphasis on the functions and services of the library in contrast to the former emphasis on quantitative library requirements; (5) an increased awareness of special needs of each individual library within the program of the school; (6) a trend toward using the library as the communications or materials center of the school; (7) a trend toward giving pupils an opportunity to assist in library administration and in the selection of materials; (8) a tendency to appoint faculty committees that share responsibility for policy-making and library improvement with the librarian; and (9) administrators, librarians, teachers, and parents have a better knowledge of the contributions and the potential contributions of the library to the over-all school program.

Selected References

1. Nickel, Mildred L. Standards and Certification. *Library Trends* 1:345–356, January 1953.

2. Spain, Frances L. The Application of School-library Standards. *In* National Society for the Study of Education. Forty-second yearbook, Part II, *The Library in General Education*. pp. 269–292. Chicago, University of Chicago Press, 1943.

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Table I.—American Library Association Standards [1] [2]

Librarian	Books and periodicals	Appropriation	Room [3] and equipment	Organization	Program
1 FULL-TIME LIBRARIAN with college year of library training to serve from 200 to 500 pupils and 1 full-time librarian for each additional 500 pupils; 1 PART-TIME CLERICAL ASSISTANT to serve from 200 to 500 pupils; 1 CLERICAL ASSISTANT to serve from 500 to 1,000 pupils and 1 for each additional 1,000 pupils.	Books *Enrollment* — *No. of titles* — *No. of volumes* 200 — 1,700 — 2,000 500 — 3,500 — 5,000 1,000 — 5,000 — 7,000 2,000 — 6,000 — 10,000 3,000 — 7,000 — 12,000 5,000 — 8,000 — 15,000 Periodicals Information file; audio-visual materials.	200 pupils or fewer, $300 for books and other library materials. For more than 200 pupils, $1.50 per pupil. Special provision must be made every 5 years for encyclopedia replacements.	Reading room; 25 sq. ft. per reader; 200 enrollment, largest class group plus 20[4]; 500 enrollment, seat 75 pupils; 1,000 enrollment, seat 100 pupils; 2,000 enrollment, seat 200 pupils; 3,000 enrollment, seat 300 pupils; 5,000 enrollment, seat 500 pupils. Reading room to serve up to 1,000 pupils and 1 additional reading room for each additional 1,000 pupils. Central library needed to serve 200 or more pupils. Workroom and storage as minimum, with conference room recommended.	Centrally organized collection of sufficient and appropriate books, other printed materials, and audio-visual aids for most effective service.	Reading program; guidance service; reference service; curriculum development. Developed with cooperation of teachers and students. Encourages and assists in use of materials. Continuing evaluation of effectiveness of service.

[1] American Library Association. Committee on Post-War Planning: "School Libraries for Today and Tomorrow; Function and Standards." (Planning for Libraries No. 5) Chicago. The Association, 1945.

[2] Being revised, 1954.

[3] When library space is also used as study space, at least double the number of rooms and double seating capacity, as well as additional professional library personnel, are essential.

[4] For large elementary schools multiply this by the number of class groups to use the room at one time.

Table II.—Digest of Secondary School Library Standards of Three Regional Accrediting Associations, 1954 [1] [2]

Association	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.	200 pupils or fewer, teacher-librarian, at least 2 periods a day, 6 s. hrs.' library science; 200–499 pupils, full-time, study-hall librarian, or teacher-librarian, at least half-time, 15 s. hrs.' library science; 500 pupils or more, full-time, 24 s. hrs.' library science; provision for adequate number of assistants, either as assistant-librarians or as pupil-librarians.	Books and periodicals to supply needs for reference, research, and cultural and inspirational reading; newspapers, pamphlets, information files, audio-visual materials, and other learning aids adequate for the number of pupils and the needs of instruction in all courses offered.	200 pupils or fewer, $200 annually for books, periodicals, newspapers, pamphlets, vertical file materials, and supplies; 200–499 pupils, $1 per pupil; 500–999 pupils, 75 cents per pupil; 1,000 or more pupils, 50 cents per pupil. Budget planned according to library needs shown by annual library inventory and according to school's objectives for library service.	Easily accessible; adequate in size; attractive; communications center; accommodate 10% of pupils; standard equipment.	Accession record; shelf list; Dewey classification; fully cataloged; well-organized.	Encouragement of pupils in development of habit of reading and enjoying books and periodicals of good quality and real value; continuous and systematic use of library by teachers.

See footnotes at end of table.

Table II.—Digest of Secondary School Library Standards of Three Regional Accrediting Associations, 1954 [1] [2]—Continued

Association	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
Northwest Association of Secondary and Higher Schools.	100 pupils or fewer, teacher-librarian, 2 periods a day, at least 9 q. (6 s.) hrs.' library science, sufficient student help to keep library open all day under indirect supervision of teacher-librarian; 100–300 pupils, half-time, qualified for teaching and 15 q. (10 s.) hrs.' library science; 300–500 pupils, half-time, qualified for teaching and 30 q. (20 s.) hrs.' library science; 500 pupils or more, full-time, qualified for teaching and 30 q. (20 s.) hrs.' library science, full-time or sufficient part-time clerical assistants.	100 pupils or fewer, 1,000 selected books, exclusive of Government documents and text books, 10–20% may be duplicates; 1 good daily metropolitan newspaper and 1 local newspaper, 5–10 periodicals suitable for pupil use; 100–300 pupils, 1,000–2,700 selected books average 9–10 per pupil, according to size of school, 15–25% may be duplicate copies, 1 daily metropolitan newspaper and 1 local newspaper, 10–20 periodicals suitable for pupil use; 300–500 pupils, 2,700–4,000 selected books, average 8–9 per pupil, according to size of school, 20–30% may be duplicates, well-selected newspapers, 15–30 suitable periodicals; 500 pupils or more, 4,000–7,000 or more selected books, 25–40%	200 pupils or fewer, $300 for books and periodicals; 200–500 pupils, $1.50 per pupil; more than 500 pupils, $1 per pupil or $750 per school, whichever is greater.	Central library; facilities adequate to needs of instruction in subjects taught.	Cataloged; inventoried.	

		may be duplicates, well-selected newspapers, 20–40 or more suitable periodicals; 1,000 or more pupils, catalog not fewer than 5,000 titles; use *Standard Catalog* for distribution percentages; *Readers' Guide*; periodicals and magazines selected from guide list.				
Southern Association of Colleges and Secondary Schools.	Possess experience and training specified by State certification or accrediting agency for position.	Adequate in quantity and quality to supply instructional aids and opportunities for reading required to achieve personal and cultural development of those served by school; material includes basic books and periodical collection as recommended by A. L. A. for high-school libraries.	Include items for purchase of books, periodicals, audio-visual materials, and supplies; sufficient to provide pupils with library materials and services in adequate amount; 500 pupils or fewer, $1.25 per pupil; 500–1,000 pupils, $1 per pupil; 1,000 pupils and more, 75 cents per pupil.	Accessible to pupils; attractive; properly lighted; standard equipment; sufficient floor space to provide adequately for maximum number of pupils using library at any one time.	Acquisition records; cataloged.	Acquaint those served by library with its collection, potential services, and uses; plan with teachers the use of library in the instructional program; librarian responsible for training and supervising services of additional personnel needed for adequate library services.

[1] Source of information: Letters, manuals, circulars, and bulletins of the Associations, 1950–54.

[2] Middle States Association of Colleges and Secondary Schools uses *Evaluative Criteria*, 1950 edition, Cooperative Study of Secondary-School Standards, Washington, D. C.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
ARIZONA.....	Fewer than 200 pupils, teacher-librarian, at least 2 periods a day, 6 s. hrs.' library science; 200–499 pupils, at least half-time teacher-librarian, 16 s. hrs.' library science; 500 or more pupils, full-time librarian, 24 s. hrs.' library science; adequate number of assistant-librarians or pupil-librarians.	Books and periodicals to supply needs for reference, research, and cultural and inspirational reading.	Minimum, $200 annually.	Easily accessible; adequate in size; attractive in appearance; A. L. A. physical standards.	Cataloged; well organized.	Continuous and systematic use of library by teachers and students; encourage habit of reading.
ARKANSAS.....	200 or more pupils, teacher-librarian, 2 periods a day, 12 s. hrs.' library science; 200–499 pupils, full-time or study hall librarian, or teacher-librarian, devoting at least half time to professional library service, 15 s. hrs.' library science; 500 or more pupils, full-time 24 s. hrs.' library science; assistant librarians or pupil-librarians; clerical help.	Minimum, 200 books (small rural junior high schools); suitable reference materials; 1 daily newspaper; 3 current periodicals; books and periodicals to supply needs for reference, research, and cultural and inspirational readings.	Minimum, $200; 200–499 pupils, $1 per pupil; 500 or more pupils, 75 cents per pupil.	Accessible; adequate in size; attractive; accommodate 10% of enrollment; standard equipment.	Accession record; shelf list; Dewey classification; cataloged.	Encourage pupils in development of habit of reading and enjoying books and periodicals of good quality and real value; continuous and systematic use of library by teachers.

CALIFORNIA [5] (Tentative).	Fewer than 200 pupils, part-time teacher-librarian or professional librarian serving more than 1 school; 200–500 pupils, full-time librarian, half-time clerk; 1,000 pupils, full-time librarian, full-time clerk; 2,000 pupils. 2 librarians, 1 clerk; 2,500 pupils, 3 librarians, 1 clerk; 3,000 pupils, 3 librarians, 1 or more clerks; "librarian" means professionally trained librarian qualified for California State credential in librarianship; have department head status.	200 pupils, 10 books per pupil; 500 pupils, 8 books per pupil; 1,000 pupils, 7 books per pupil; 2,000 pupils, 6 books per pupil; 2,500 pupils, 5 books per pupil; 200–500 pupils, 15–25 magazines; more than 500 pupils, increasing number of magazines with duplication as needed; 1 local and 1 national newspaper; 3 or more sets of encyclopedias of recent edition.	$2.50 per pupil for books, magazines, binding, and supplies; extra amounts for encyclopedia replacements; funds for quick purchase available for pamphlets and picture files.	Centrally located, near study and associated activity units; remote from shops, playgrounds, and music departments; placed where expansion is possible, avoiding locations between stairways and permanent bearing walls; exposure to North and East for natural lighting; seating capacity no more than 100 pupils, or 2 classes and a few extra pupils; 25 sq. ft. floor space per pupil; 3,600 sq. ft. maximum; detailed specifications for furniture and equipment.	Organizes materials for service; cataloged (if librarian and full-time library clerk).	Promotes an active and effective reading program; serves in a teaching capacity; aids in curriculum development; contributes to guidance service.
COLORADO.....	A minimum of 9 quarter or 6 semester hours of library science on the college level.	Fewer than 50 pupils enrolled, 500 useful volumes; 50–150 pupils, 10 to 7 useful volumes per pupil or from 500 to 1,000 useful volumes as the number of pupils approaches 150; 150–300 pupils, 7 to 5 useful volumes per pupil or from 1,000 to 1,500 volumes as the number of pupils approaches 300; 300 or more pupils, 5 useful volumes per pupil;	Annual appropriation of at least $200 for books and periodicals.	A room adequate for library work; accessible; open shelf arrangement.	Accession record; shelf list; cataloged.	

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
		up-to-date encyclopedias; well-distributed reference volumes; unabridged dictionary; minimum of 15 well-selected magazines; Wilson's *Standard Catalog* or *Evaluative Criteria* used in relation to distribution of purchases.				
DELAWARE.....	Teacher assigned part or full time to library service or trained librarian other than pupil.	At least 6 books per pupil; book collection of live working volumes providing books for reference and for correlating with classroom work; ample selection to meet general reading requirements; 10 standard magazines; 2 newspapers; pictures, specimens, posters, book lists, *Readers' Guide.*	Replenishment fund of $1 per pupil each year.	Reading room with minimum seating capacity of 15% of school enrollment (not less than one teaching section); standard equipment.		
FLORIDA (Proposed).	Fewer than 200 pupils, may be countywide librarian, certified; 201–300 pupils, half-time, certificate for at least restricted li-	5 books per pupil; well selected; fewer than 300 pupils, standard encyclopedia published in last 5 years; more than 300 pupils, at least 2 dictionaries, 2 sets of	Minimum, $1 per pupil; not less than 50 cents per pupil for rental and purchase of audio-visual materials.	Seat largest class; 25 sq. ft. per pupil; attractive, colorful, restful; include workroom or workspace for preparation of	Accession record; shelf list; Dewey classification; catalog; circulation; inventory procedure; centrally indexed; vertical file	Library committee of faculty and librarian responsible for policy-making and planning for improvement; children be given

	brary service; 301–500 pupils, full-time, certificate; 501–1,000 pupils, full-time, certificate; 1,000 or more pupils, 2 full-time, certificates.	encyclopedias; subscribe regularly to carefully chosen current magazines; 1 local and at least 1 national and statewide coverage newspaper; information file—pictures, clippings, pamphlets; maps and charts; 16-in. globe; museum materials.		materials and servicing audio-visual equipment; standard equipment; materials center.	materials classified by subject; fewer than 200 pupils, decentralized; 201–300 pupils, centralized recommended, but not required; 301 or more pupils, centralized; reading record for each pupil; annual report.	opportunity to assist in library administration and selection of materials with teacher and librarian guidance; continuous evaluation by pupils, faculty, in cooperation with librarian; open all day and before and after school.
GEORGIA.....	Teacher-librarian, 12 s. hrs.' library science.	Minimum, 5 books per pupil, and not fewer than 500.	$1 per pupil, exclusive of salaries and equipment.	Attractive; seat largest class or group expected for library use.	Organized to facilitate maximum use.	Open sufficient time for efficient and constructive service.
IDAHO.....	Limited Librarian's Certificate or High School Teaching Certificate and 6 s. hrs.' or 9 q. hrs.' library science; librarian assigned to library work for one-half day, exclusive of study hall; except in small high schools the librarian is assigned a minimum of one-twelfth of the total daily personnel time.	Sufficient to meet the needs of the curriculum.	.....	Adequately housed....	Accession record; shelf list; card catalog; out-file.	

See footnotes at end of table.

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Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
ILLINOIS.....	Fewer than 20 teachers, teacher-librarian, half day, 16 s. hrs.' library science; 20 or more teachers, full-time, 30 s. hrs.' library science, or degree; each additional 25 teachers, 1 additional full-time librarian, 30 s. hrs.' library science or 1 year of professional library training; clerical assistance.	Appropriate materials selected from standard or approved lists.	Minimum, $350; $1.50 per pupil for books alone; encyclopedia replacements every 5 years.	Adequate in size; accessible; attractive; central library; open shelves; suitably furnished.	Shelf list; Dewey classification; cataloged; home circulation.	Recreational reading is provided through the school library, committees of pupils or whole classes work in the library on problems arising from projects or from the developmental needs of students, and collections of materials are moved to classrooms as needed; teachers, pupils, and librarians should cooperate in planning together the use of suitable materials already available, as well as the selection of materials to be added.
INDIANA.....	100 or fewer pupils, ⅓ time librarian; 101–300 pupils, half-time; 301–1,500 pupils, full time; first-class commission, 24 s. hrs.' or more library science; continuous commission, 16 s. hrs.' or more library science; 301–	200 pupils or fewer, 1,500 books, 15–25 magazines, 2 newspapers; 100 new titles and replacements annually; library in small schools average 10 titles per pupil; library in larger schools average 5 titles per pupil until approximately 8,000; 20% fiction; professional library.	1st class commissioned school, $1.25 per pupil; continuous commissioned school, $1 per pupil; certified commissioned school, 75 cents per pupil; 200 pupils or fewer, $300 minimum.	Seat 10–20% of pupils; new or remodeled schools, 25 sq. ft. per reader for 10% of enrollment.	.....	Library lessons.

	700 pupils, also part-time clerical; 701–1,000 pupils, also full-time clerical; more than 1,000 pupils, additional full-time librarian per 1,000 pupils or major faction thereof.					
Iowa (Being revised).	Teacher-librarian, at least 6 weeks' library science; full-time, 1 year of library science, large school.	Recreational reading, minimum, 100; 1 book added for each pupil above 100; collateral, 1 book for each pupil in class.	Minimum, $100; 75 cents per pupil per year.	Accessible; may be study hall.	Dewey classification.	
Kansas.....	Fewer than 200 pupils, teacher-librarian, 8 s. hrs.' library science; 200–499 pupils, teacher-librarian, 15 s. hrs.' library science; 500 or more pupils, full-time, 24 s. hrs.' library science.	Well-selected books from standard lists, including encyclopedia and reference books, collateral books, magazines, and newspapers; *Readers' Guide* (complete or abridged).	1–50 pupils, $500 initial appropriation, $2.50 per pupil; 51–150 pupils, $1,000 initial appropriation, $2.25 per pupil; 151–250 pupils, $1,500 initial appropriation, $2 per pupil; 251–500 pupils, $2,000 initial appropriation, $1.75 per pupil; more than 500 pupils, $2,500 initial appropriation, $1.50 per pupil.	Accessible; meet needs of courses offered; stacks.	Accession record; Dewey classification; card catalog; charging system.	Instruction in use of library.

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
KENTUCKY.....	150 pupils or fewer, teacher-librarian, 2 periods a day, 12 s. hrs.' library science; 151–300 pupils, half-day teacher-librarian, 18 s. hrs.' library science; 301–500 pupils, full-time, certificate, 24 s. hrs.' library science; 501–1,000 pupils, full-time, certificate, 24 s. hrs.' library science; more than 1,000 pupils, additional full-time librarian per 1,000 pupils or major fraction thereof; pupil assistants.	Minimum 500 books; more than 100 pupils, 5 additional books per pupil, 1 local newspaper, 1 general daily newspaper, minimum 5–10 periodicals annually; 100 or more pupils, 5 additional periodicals per 100 pupils; selected from approved lists.	Minimum, $150; $1.25 per pupil for books, periodicals, other nonbook printed materials and supplies.	Separate room or library-study hall, seating largest class plus 20; detailed specifications for furniture and equipment.	Accession record; shelf list; Dewey classification; expenditures; additions; discards and losses; daily circulation and attendance.	Instruction in use of library; open all day; ascertain pupil-teacher needs through visits to classrooms; attention to needs of exceptional children; periodic information to school concerning available materials.
LOUISIANA.....	Certification; 100 or fewer, 200 enrollment, 2 to 3 hours a day; 200–500 enrollment, one-half time; 500–1,000 or more, full time; student assistants should be encouraged in every school.	100 or fewer enrollment, 500 books, 2 newspapers, 5–10 magazines; 100–200 enrollment, 500–1,000 books, 2 newspapers, 5–15 magazines; 200–500 enrollment, 1,000–2,500 books, 2 newspapers, 15–30 magazines; 500–1,000 enrollment, 2,500–5,000 books, 2 newspapers, 25–50 magazines; 1,000 or more enrollment, 5,000 plus books, 3 plus	100 or fewer enrollment, $100 minimum; all other enrollment, $1 per pupil (minimum).	Separate room; centrally located; well-heated, lighted, and ventilated; attractive; workroom. Size: 100 or fewer enrollment, 300–600 sq ft.; 100–200 enrollment, 450–750 sq. ft.; 200–500 enrollment, 600–1,250 sq. ft.; 500–1,000 enrollment, 1,250–2,500 sq.	Accession record; shelf list; Dewey decimal classification; card catalog; card charging system.	Library must be kept open all day under proper supervision; 12, the minimum number of lessons on use of library; all teachers should participate; planning should be cooperative enterprise carried on by librarian with entire school and community; child should

		newspapers, 50 plus magazines.		ft.; 1,000 or more enrollment, 2,500 plus sq. ft.; standard furniture and equipment.		develop as an individual and as a member of a democratic community.
MAINE.....	Trained librarian or teacher-librarian.	Adequate reference books; supplementary books; periodicals; newspapers.	Minimum, $75 per school; $1.50 per pupil.	Suitable furniture.....	Cataloged; annual inventory to determine number, distribution, recency, and adequacy.	Librarian should be at least 1 hour per day in library.
MARYLAND.....	Fewer than 401 pupils, certified teacher-librarian with time ranging from .2 for 100 or fewer pupils to .8 for 301–400; 401 or more pupils, full-time librarian.	All resource materials other than textbooks, including a wide variety of recreational material selected cooperatively by principals, teachers, and pupils under guidance of librarian.	Minimum of 50 cents per pupil; made by each county.	Central, accessible location; remote as possible from shops, playground, and music room; seat at least largest class; workroom, office, and conference room; detailed specifications for equipment.	.....	Open at all times during the school day; library instruction for every pupil.
MICHIGAN (Being revised).	1-year rating and 2-year rating: librarian—2 periods per day if school enrolls fewer than 200 pupils, half time if enrollment ranges between 200–499, more than 500, full-time librarian; 3-year rating: use North Central Association standards.	1-year rating: recent dictionaries; standard encyclopedia; adequate number of carefully selected books and magazines for reference work in various departments and for leisure reading; 2-year rating and 3-year rating: in addition to above, most helpful journals in the subject-matter fields for teachers.	1-year rating and 2-year rating: $1.50 per pupil; 3-year rating: 75¢–$1 for large schools.	1-year rating: located in a convenient place; 2-year rating: urge separation of library and study hall; 3-year rating: urge completely separate library quarters for North Central schools.	1-year rating, 2-year rating and 3-year rating: a card catalog should be maintained.	1-year rating: special instruction should be given in the use of reference books; 2-year rating and 3-year rating: in addition to above, definite efforts should be made to aid, stimulate, and guide pupils in constant and intelligent use of books, magazines, and reference materials.

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
MINNESOTA.....	200 pupils, half-time librarian; for each 500 pupils, full-time, major, 30 s. hrs.' library science or approved minor, 15 s. hrs.' library science; up to 1,000 pupils, 1 clerical assistant; each additional 1,000 pupils, 1 clerical assistant.	Books, periodicals, information file, audio-visual.	$2.50 per pupil for all materials, exclusive of encyclopedias; books, $1.50 per pupil; books for fewer than 200 pupils, $300 minimum; audio-visual materials to be purchased, 75 cents per pupil; magazines and newspapers, 25 cents per pupil, $40 minimum; encyclopedias and unabridged dictionaries every 2 or 3 years; initial sum for establishment of new library.	Maximum seating, 75–100 pupils; detailed specifications for furniture and equipment; 25 sq. ft. per reader; library room in each school.	Organized working collection of books and other library materials.	Major function is to further the objectives of the school program; school library fulfills its obligations only as the librarian plans and implements an effective program, as pupils and teachers come to know its resources, and as administrators come to understand its services and provide adequate support for them.
MISSISSIPPI.....	100 pupils or fewer, 2 consecutive periods, 9 q. hr..' library science; 100–200 pupils, half-day librarian; 200 or more pupils, full-time librarian; 100–300 pupils, 19 q. hrs.' library science; 300 or more pupils, 30 q. hrs.' library science; clerical assistants as enrollment increases.	Minimum, 400 books selected from approved lists; minimum, 4 books per pupil, 100 or more pupils; minimum, 5 magazines; 100–200 pupils, 10 magazines; 200 pupils or more, 20 magazines or 10% of book budget; 1 daily newspaper.	Minimum $100 a year for each high school; up to 500 pupils, $1.25 per pupil; 500–1,000, $1 per pupil; 1,000 and more, 75 cents per pupil.	Separate library or combination library-study hall; standard equipment; enrollment of fewer than 200, space to seat 30% of enrollment; enrollment of more than 200, seating space to meet needs of program; in no case seating capacity of less than 15% of enrollment.	Shelf list; Dewey classification; card catalog; loan system.	Instruction in use of books and libraries integrated with school curriculum; amount of material taught and grade level determined by individual school.

MISSOURI	Class A and AA, librarian, at least Baccalaureate degree with special preparation and certification; class AAA, at least Baccalaureate degree with special preparation and certification. One-fifth of newly employed teachers and supervisors must have completed 1 year of graduate work in elementary education until 20% of faculty so qualified.	Class A, AA, AAA, library shall contain variety of good books suitable to ages and interests of pupils; additions and replacements each year; provide bulletins, magazines, current events papers, up-to-date reference books and encyclopedia; class AAA, also selection and number of books per pupil in keeping with recommendations of State Department of Education.	.....	Facilities adequate to meet needs of instruction in each course offered and to give students opportunity for exploratory and leisure reading.		
MONTANA	Fewer than 100 pupils, part-time teacher-librarian, 6 q. hrs.' technical library training or practical experience; 100–400 pupils, part-time teacher-librarian, 9 q. hrs.' technical library training; 400–800 pupils, part-time teacher-librarian, 12 q. hrs.' technical library training; 800 or more pupils, at least 1 full-time librarian, graduate of approved library course; proper allowance for assistants when needed.	800 live books; sufficient reference materials of recent copyright date; 15 periodicals; 1 daily newspaper.	In smaller high schools, at least $400 per year for new books, periodicals, binding, and repairing; 300 pupils or more, $1.50 per pupil, for budgeting, exclusive of textbooks.	.....	Cataloged.	

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
NEBRASKA.....	Teacher-librarian, 6 s. hrs.' library science or experience may be substituted for 3 s. hrs.; devotes 1 period a day to full time in central library depending on size.	Adequate number of well-selected books, 75% from approved lists; newspapers, periodicals, dictionaries, encyclopedias, pamphlets, picture files, and other standard reference materials; professional library maintained with school budget.	Minimum, $200 for books, periodicals, newspapers, pamphlets, vertical file materials, and supplies; fewer than 500 pupils, $1 per pupil; more than 500 pupils, 75 cents per pupil in excess of 500.	1 or more central libraries in each school system with classroom libraries in addition; adequate storage space; standard equipment.	Acquisitions; shelf list; Dewey classification; cataloged.	Library materials made available to classrooms.
NEVADA.....	.....	Books selected from State board lists, districts of the first class may purchase suitable books without such restrictions.	At least $5 for each teacher for library books.			
NEW MEXICO.....	200 or fewer pupils, teacher-librarian, 2 or more periods a day, 2 to 4 s. hrs.' library science; pupil assistants trained to serve remainder of day.	Minimum: 2-yr. high school, 500 books; 3-yr. high school, 800 books; 4-yr. high school, 1,500 books; 6–10 periodicals; 1 daily newspaper; encyclopedias, dictionaries, and other reference books; globe; book collection should have live and usable books exclusive of textbooks, meet needs of all classes taught, and provide recreational reading; selected from approved lists.	$1.50 per pupil and not less than $125 total; special appropriations should be made for encyclopedias and dictionaries.	Well-lighted, cheerful, and attractive room; separate from study hall, if possible, otherwise a definite area of study hall should be the library; seat at least 10%; standard equipment; storage space and small workroom.	Accession book; shelf list; catalog if trained librarian; loan records; inventory records; annual narrative report; file of pamphlet material, clippings, and pictures.	Instruction in use of library, integrated with classroom work and responsibility of both teachers and librarian.

North Carolina[7]	200–250 pupils, teacher-librarian, 2 periods daily, trained in library science; 251–350 pupils, teacher-librarian, half-day, 12 s. hrs., library science; more than 350 pupils, full-time, 18 s. hrs.' library science; more than 25 teachers, additional trained library personnel; librarian must hold high-school teacher's certificate.	Minimum, 500 books; selected from approved lists; 100 pupils or fewer, 5 magazines; 100 pupils or more, 5 books per pupil; 100–200 pupils, 10 magazines; 200–300 pupils, 20 magazines; at least 1 good daily State newspaper.	50 cents per pupil for books and magazines; supplies included in library budget; $3–$10 cash fund for publicity material, etc.	Minimum, size of classroom; centrally located; seat 10% of pupils up to 1,000; 36 chairs, minimum; workroom, or conference room, storage room, audio-visual and listening room; detailed specifications of equipment and furnishings.	Accession record; shelf list; Dewey classification cataloged in all schools employing trained librarian half time or more; loan record; books distributed according to recommendations; State annual report blank; yearly inventory.	Instruction in use of books and libraries; library open all day under supervision.
North Dakota	Fewer than 100 pupils, teacher-librarian, 2 periods per day, 4 s. hrs.' training; 100–200 pupils, teacher-librarian, 3 periods per day, 6 s. hrs.' training; more than 200 pupils, half time, 8 s. hrs.' training; more than 500 pupils, full time, 24 s. hrs.' training.	Minimum, 500 well-selected books for general reading, exclusive of adequate reference books and library helps; newspapers; 4–10 magazines, selected from lists; Wilson's *Standard Catalog* used in relation to distribution of purchases.	$2 per pupil for books, exclusive of reference books, magazines, newspapers, and supplies.	Accessible; seat 10–15% of pupils; standard equipment.	Accession record; shelf list; Dewey classification; catalog.	Not to be used as study hall; library open half hour before and after school and as many hours as possible during day with librarian or other responsible person in charge.

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
Ohio	Fewer than 250 pupils, teacher-librarian, 1 or more periods in library assisted by study hall teacher, 8 s. hrs.' library science; 250–800 pupils, half-time librarian, 15 s. hrs.' library science; 800 pupils or more, full-time librarian, graduate of library school with 1 year professional library training, 1 or more trained assistants.	Volumes, 3–10 times school enrollment *Enrollment* — *Titles* — *Volumes* 199 or fewer — 1,700 — 2,000 200–499 — 3,500 — 5,000 500–999 — 5,000 — 7,000 1,000–1,999 — 6,000 — 10,000 2,000+ — 7,000 — 12,000 Selected from approved lists; 1–2 daily newspapers; 15 periodicals; teachers' professional books.	Minimum, $200; 500 or fewer pupils, $1 per pupil; more than 500 pupils, 75 cents per pupil.	Attractive; centrally located; small high school, study hall or easily available room; large high school, seat 10–15% of pupils; conference rooms, workroom.	Shelf list; Dewey classification; catalog.	Adequate systematic instruction in use of library.
Oklahoma	Certificate; fewer than 100 pupils, teacher-librarian, at least 1 period a day, 6 s. hrs.' library science; 100–199 pupils, teacher-librarian, at least 2 periods a day, 6 s. hrs.' library science; 200–499 pupils, at least half time; 15 s. hrs.' library science; 500 pupils or more, full-time, 24 s. hrs.' library science.	Approved encyclopedia and dictionary; 50 books per English course; 15 books per history, science, manual training, home economics, and agriculture; 3 books per language course.	Minimum, $200 for purchase of books, periodicals, newspapers, pamphlets, vertical file materials, re-binding, and supplies; fewer than 200 pupils, $200; 200–499 pupils, $1 per pupil; 500–999 pupils, 75 cents per pupil; 1,000 or more pupils, 50 cents per pupil.	Attractive; detailed specifications.	Accession record; Dewey classification; cataloged; attendance records.	Library instruction.

OREGON (Being revised).	Fewer than 100 pupils, teacher-librarian, 2 periods, 9 q. hrs.' library science; 100–300 pupils, teacher-librarian, 4 periods, 12 q. hrs.' library science; 300 pupils and more, full-time librarian, 12 q. hrs.' library science; additional qualified assistants for 1,000 pupils or more; valid teaching certificate for librarian of schools of all sizes.	1 metropolitan, 1 local newspaper; fewer than 100 pupils, 850 books, 10 magazines; 100–300 pupils, 850–2,000 books, 10–20 magazines; 300–500 pupils, 2,000–3,500 books, 15–30 magazines; 500–1,000 pupils, 4,000 books, 20–40 magazines; 1,000 or more pupils, 5,000 books, 20–40 magazines; 75% of books selected from approved lists.	Fewer than 100 pupils, $300; 100–300 pupils, $1.50 per pupil, $300 minimum; 300–500 pupils, $1.50 per pupil; 500 or more pupils, $1 per pupil.	Central library, easily accessible; fewer than 100 pupils, seat 25 pupils; 100–300 pupils, seat 25 pupils, or 15% of pupils; 300–500 pupils, seat 10% of pupils; 500 or more, 5–10% of pupils; furniture adequate to achieve instructional program.	Accession record; shelf list; Dewey classification; cataloged; lending system; yearly inventory.	
PENNSYLVANIA.....	200 or fewer pupils, 1–6 hrs.' trained teacher-librarian; 200–500 pupils, full-time trained librarian, part-time clerical assistant; 500–1,000 pupils, full-time trained librarian, 1 clerical assistant; 1,000–2,000 pupils, 2 full-time trained librarians, part-time clerical assistant; 2,000–3,000 pupils, 2 full-time trained librarians, 1 full-time clerical assistant.	Small, 10 books per pupil; large, 5 books per pupil until 10,000; 200 or fewer pupils, 10 periodicals; 200–500 pupils, 15 periodicals; 500–1,000 pupils, 20 periodicals; 1,000–2,000 pupils, 30–40 periodicals; 2,000–3,000 pupils, 40–60 periodicals; selected from lists; *Readers' Guide;* 1,000 or fewer pupils, 1 newspaper; more than 1,000 pupils, 2 or more newspapers.	$1.50 per pupil, first 500 pupils; $1 per pupil, 500–1,000 pupils; 75 cents per pupil, more than 1,000 pupils.	Seat 10% of daily attendance; workroom and storage space; floors covered with sound-deadening material; shelving sufficient to hold minimum number of books per pupil and 5 years' growth; standard equipment.	Accession record; shelf list; Dewey classification; catalog; loans; inventory.	12 library lessons, joint responsibility of library and classroom teacher.

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
South Carolina....	100 pupils or fewer teacher-librarian, 2 periods a day, 12 s. hrs.' library science; 101–200 pupils, teacher-librarian, 3 periods a day, 12 s. hrs.' library science; 201–400 pupils, teacher-librarian, 4 periods a day, 18 s. hrs.' library science; 400 pupils or more, full time, 24–30 s. hrs.' library science.	Minimum, 500; 5 books per pupil; selected from lists approved; 200 pupils or fewer, 5–15 periodicals, 1 daily newspaper; 200 or more pupils, 2 newspapers, 1 periodical for each 20 pupils, maximum 50; *Readers' Guide.*	200 or fewer pupils, $1.50 per pupil; 201–400 pupils, $300 plus $1.25 per pupil above 200 pupils; 401–1,000 pupils, $550 plus $1 per pupil above 400 pupils; more than 1,000 pupils, $1,150 plus 75 cents per pupil above 1,000 pupils.	Special room or library-study hall; accommodate 10% of enrollment; standard equipment; workroom.	Accession record; shelf list; catalog; loans.	10 library lessons; for purposes of accreditation of schools, the functioning of the library shall be given equal weight with the quantitative standards set up in the preceding sections of these library standards.
South Dakota.....	Full-time or teacher-librarian or teacher who serves part time.	Minimum collection includes approved encyclopedia, unabridged dictionary, and other reference books; outside reading books selected for courses given; periodicals, pamphlets, audio-visual aids; 8 periodicals; 1 daily newspaper selected from lists.	0–99 pupils, $100; 100–199 pupils, $1 per pupil; more than 200 pupils, 75 cents per pupil.	Adequate housing; easily accessible.	Dewey classification; cataloged.	Encouragement of pupils in development of habit of reading and enjoying books and periodicals of good quality and real value; teachers should be encouraged in systematic and continuous use of library.
Tennessee (Schools embracing grades 1 through 12. Being revised).	Fewer than 300 pupils, half-time, teacher's certificate including 18 q. hrs.' library science; 300 pupils or more, full-time, teacher's certificate,	Minimum, 500 books, 5 books per pupil; books selected to meet curriculum needs; encyclopedia, unabridged dictionary, and other reference books; fewer than 300 pupils, 5–15 periodicals;	$1 per pupil for books, periodicals, supplies, binding, exclusive of salaries and equipment.	Separate room; work room; standard equipment; seat 10% of enrollment plus largest class.	Systematic plan for selection and acquisition; accession record; shelflist; Dewey classification; catalog; loans; information file.	Library lessons; library kept open all day; pupils scheduled regularly, but not limited to schedule; schools with fewer than 15 teachers without cen-

	including 45 q. hrs.' library science.	300 pupils or more, 15–50 periodicals; selected from approved lists; 1 local newspaper, 1 with news on State and National levels.				tral collections should borrow from county or city materials center.
TEXAS (being revised).	Teacher's certificate; 12 s. hrs.' library science in 4-year degree; 30 s. hrs.' library science in 5-year degree; two-thirds time.	Selected from approved lists. .	Minimum, $1 per pupil for books and related library materials, exclusive of audio-visual materials, rebinding, equipment, and supplies.			
VIRGINIA (being revised).	Fewer than 200 pupils, teacher-librarian, minimum 2 consecutive periods daily with 18 s. hrs.' library science; 200 pupils or more, full-time, 24–30 s. hrs.' library science.	Minimum 500; enrollment of not more than 100 and fewer than 500, not fewer than 5 books per pupil; approved lists; 200 or fewer pupils, 5–20 magazines; more than 200 pupils, 20–40 magazines; 1 newspaper of State coverage.	$1.25 per pupil, not including salaries or State aid.	Separate room; conference room; work room; 500 pupils or fewer, seat 15% of pupils; standard equipment.	Accession record; shelf list; classified; catalog; loan system.	12 library lessons; library open throughout day and in charge of qualified person.
WASHINGTON (being revised).	100 or fewer pupils, part-time, trained, serve entire district; 101–300 pupils, two-thirds time, trained, serve entire district; 301–500 pupils, full-time, trained; 500–1,000 pupils, full-time, trained with clerical help; 1,000 or more pupils, 2 full-time, trained.	Minimum, 500 books; dictionary, encyclopedia; cost of magazines should not exceed 10% of budget; selected from standard lists; 1 daily, 1 national weekly newspaper.	100–300 pupils, $2 per pupil to 5 books, then $1.50 per pupil; 301–500 pupils, $2 per pupil to 5 books, then $1.25 per pupil; 500 pupils or more, $2 per pupil to 5 books, then $1 per pupil.	Central library.....	Classification by subject.	In high school district, library and audio-visual program should be planned and coordinated; librarian weeds out collection to eliminate obsolete and wornout materials.

See footnotes at end of table.

Table III.—Digest of Secondary School Library Standards, by State, 1954 [1 2 3 4 5 6]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
West Virginia.....	200 pupils or fewer, teacher-librarian, at least 2 periods a day, 6 s. hrs.' library science; 200–499 pupils, full time, or study-hall librarian, at least half-time teacher-librarian, 16 s. hrs.' library science; 500 pupils or more, full-time, 24 s. hrs.' library science; bachelor's degree; 15 hours in education; adequate number of assistant-librarians or pupil-librarians.	Adequate number of books, reference material, magazines, and newspapers.	Boards of education settled policy for replacing and adding new books.	Adequate in size; attractive; accessible; standard equipment.	Classified; cataloged.	
Wisconsin.....	100–299 pupils, teacher-librarian, 2 hours; 300–499 pupils, teacher-librarian, half-day; 500 pupils or more, full time; every high school must have a qualified librarian who is a qualified teacher.	1 set acceptable encyclopedias, 1 dictionary for every 40 pupils, above 5th grade (collegiate for grades); minimum, in schools of 100 or fewer pupils, 5–10 books per pupil; selected from lists; general book collection to supplement curricular program and provide leisure reading; periodicals and pamphlets; schools of 100 or more pupils, own and use current *Children's Cata-*	$1.50 per pupil or $25 whichever is larger, in addition to amount provided by State for books, not including encyclopedias and dictionaries.	Classroom libraries in each room, may or may not be supplemented by central library.	Accession record; shelf list; Dewey classification; cataloged (6–12 grade); circulation; pupil reading record; magazine list.	Library available at all times.

		log or Wilson's *Standard Catalog*,				
WYOMING (Same as North Central Association).	200 pupils or fewer, teacher-librarian, at least 2 periods a day, 6 s. hrs.' library science; 200–499 pupils, full-time, study-hall librarian, or teacher-librarian, at least half time, 15 s. hrs.' library science; 500 pupils or more, full-time, 24 s. hrs.' library science; provision for adequate number of assistants, either as assistant-librarians or as pupil-librarians.	Books and periodicals to supply needs for reference, research, cultural and inspirational reading; newspapers, pamphlets, information files, audio-visual materials, and other learning aids adequate for the number of pupils and the needs of instruction in all courses offered.	Minimum $200 for books, periodicals, newspapers, pamphlets, vertical file materials, and supplies; the budget is planned in accordance with the library needs as shown by the annual library inventory and in accordance with the school's objectives for library service.	Easily accessible; adequate in size; attractive; communications center; accommodate 10% of pupils; standard equipment.	Accession record; shelf list; Dewey classification; fully cataloged; well organized.	Encouragement of pupils in development of habit of reading and enjoying books and periodicals of good quality and real value; continuous and systematic use of library by teachers.

[1] Source of information: Letters, bulletins, and circulars of information from State Departments of Education and University of Michigan, 1954.

[2] States that use recommendations rather than required standards: Alabama, Connecticut, Massachusetts, New Jersey, and New York.

[3] States that are in the process of developing standards: Rhode Island and Vermont.

[4] States that have no printed standards: New Hampshire and Utah. However, Utah reports, "Most of our high schools are accredited with the Northwest Association of Secondary and Higher Schools."

[5] District of Columbia follows the standards used by the Middle States Association of Colleges and Secondary Schools.

[6] Prepared by the Association of School Librarians of California. The enforcement is purely a local matter with no outside agency inspecting or rating the school except the State credentials.

[7] A qualified librarian working on a city or countywide basis can fulfill the requirements for enrollments 200–250 and 251–350 if this librarian gives specific time for guiding the untrained teacher-librarian.

Table IV.—Digest of Elementary School Library Standards, by State, 1954 [1 2 3 4]

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
ARIZONA	200–500 pupils, part-time teacher-librarian; 500 or more pupils, full-time trained teacher-librarian.	Fewer than 50 pupils, minimum, 100 books, periodicals, etc.; 50–100 pupils, 5 books per pupil; 100–300 pupils, 4 books per pupil; more than 300 pupils, 3 books per pupil; materials should include books and periodicals to meet needs of pupils, such as reference materials, research, cultural, and inspirational reading, vertical files on units to be taught, pictorial materials, etc.; professional library for teachers.	3% of budget	Attractive; easily accessible; A. L. A. physical standards.	Cataloged; well organized.	Group and individual instruction to pupils on use of library; guidance to pupils on book selection and encouragement to select own books and reading habits; continuous and systematic use of library for teachers and students; teacher-librarian planning on units.
ARKANSAS				Adequate library and teaching equipment.[3]		
CALIFORNIA (tentative).	500–1,000 pupils, 1 librarian; part-time clerks; "librarian" refers to professionally trained librarian qualified for California State credential in librarianship.	Kindergarten, 6 grades, 5 books per pupil, 5 periodicals, 2 encyclopedias, 1 globe, 1 atlas; kindergarten, 8 grades, 7 books per pupil, 15 periodicals, 1 newspaper, 3 encyclopedias, 1 globe, 1 atlas.	Budgets set up to provide for individual differences and to meet needs of expanding curriculum, not for salaries or equipment; audio-visual materials, binding and supplies, textbooks, maps, purchased from separate accounts; new libraries, initial book budget of 2 books	Centrally located, on ground floor, away from noise of shops and playground; outside exposures on 2–3 sides; reading room and combined office and workroom; 25–30 sq. ft. per reader; 1,200 sq. ft. minimum; seat 46; detailed specifications.	Cataloged (if librarian and full-time library clerk).	Organizes materials for service; promotes an active and effective reading program; serves in a teaching capacity; aids in curriculum development; contributes to guidance service.

			per pupil plus encyclopedia; maintenance budget, provide for replacements and additions.			
FLORIDA (proposed)..	Fewer than 200 pupils, may be countywide librarian, certified; 201–300 pupils, half time, certificate for at least restricted library service; 301–500 pupils, full time, certificate; 501–1,000 pupils, full time, certificate; 1,000 or more pupils, 2 full-time, certificates.	5 books per pupil; well selected; fewer than 300 pupils, standard encyclopedia published in last 5 years; more than 300 pupils, at least 2 dictionaries, 2 sets of encyclopedias; subscribe regularly to carefully chosen current magazines; 1 local and at least 1 national and statewide coverage newspaper; information file—pictures, clippings, pamphlets; maps and charts; 16-inch globe; museum materials.	Minimum, $1 per pupil; not less than 50 cents per pupil for rental and purchase of audio-visual materials.	Seat largest class; 25 sq. ft. per pupil; attractive, colorful, restful; include workroom or workspace for preparation of materials and servicing audio-visual equipment, standard equipment; materials center.	Accession record; shelf list; Dewey classification; catalog; circulation; inventory procedure; centrally indexed; vertical file materials classified by subject; fewer than 200 pupils, decentralized; 201–300 pupils, centralized recommended, but not required; 301 or more pupils, centralized; reading record for each pupil; annual report.	Library committee of faculty and librarian responsible for policy-making and planning for improvement; children be given opportunity to assist in library administration and selection of materials with teacher and librarian guidance; continuous evaluation by pupils, faculty, in cooperation with librarian; open all day and before and after school.
GEORGIA.....	.....	.....	At least 50 cents per pupil, exclusive of salaries.			
INDIANA.....	100 or fewer pupils, ⅓ time librarian; 101–300 pupils, half time; 301–1,500 pupils, full time; first-class commission, 24 s. hrs.' or more library science; continuous commission, 16 s. hrs.' or more library science; 301–700 pupils, also part-time clerical; 701–1,000 pupils, also full-time clerical.	200 pupils or fewer 1,500 books, 10–15 magazines, 2 newspapers; 100 new titles and replacements annually; library in small schools average 10 titles per pupil; library in larger schools average 5 titles per pupil until approximately 8,000; 20% fiction; professional library.	1st class commissioned school, $1.25 per pupil; continuous commissioned school, $1 per pupil; certified commissioned school, 75 cents per pupil; 200 pupils or fewer, $300 minimum.	Seat 10–20% of pupils; new or remodeled schools, 1,050 sq. ft. for library.	.....	Library lessons.

See footnotes at end of table.

Table IV.—Digest of Elementary School Library Standards, by State, 1954 [1 2 3 4]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
KENTUCKY.....	6–15 teacher schools, full- or half-time librarian, 18–24 s. hrs.' library science, or teacher-librarian, 12 s. hrs.' library science; 15 or more teacher schools, full-time librarian, 24 s. hrs.' library science.	Selected from lists approved by State Department of Education.	Elementary library service should be financially supported to the same extent as high-school library service; local board of education should appropriate and spend $1.25 a year per pupil; minimum, 40 cents per pupil.	Separate room, seating largest class unit; standard equipment.	Accession record; shelf-list; Dewey classification; card catalog (when there is a trained librarian); circulation.	Instruction in use of library.
LOUISIANA.....	Certification; 100 or fewer, 200 enrollment, 2 to 3 hours a day; 200–500 enrollment, one-half time; 500–1,000 or more, full-time; student assistants should be encouraged in every school.	100 or fewer enrollment, 500 books, 2 newspapers, 5–10 magazines; 100–200 enrollment, 500–1,000 books, 2 newspapers, 5–15 magazines; 200–500 enrollment, 1,000–2,500 books, 2 newspapers, 15–30 magazines; 500–1,000 enrollment, 2,500–5,000 books, 2 newspapers, 25–50 magazines; 1,000 or more enrollment, 5,000 books plus; 3 plus newspapers, 50 plus magazines.	100 or fewer enrollment, $100 minimum; all other enrollment, $1 per pupil (minimum).	Separate room; centrally located; well heated, lighted, and ventilated; attractive; workroom. Size: 100 or fewer enrollment, 300–600 sq. ft.; 100–200 enrollment, 450–750 sq. ft.; 200–500 enrollment, 600–1,250 sq. ft.; 500–1,000 enrollment, 1,250–2,500 sq. ft.; 1,000 or more enrollment, 2,500 plus sq. ft.; standard furniture and equipment.	Accession record; shelf list; Dewey decimal classification; card catalog; card charging system.	Library must be kept open all day under proper supervision; 12 minimum number of lessons on use of library; all teachers should participate; planning should be cooperative enterprise carried on by librarian with entire school and community; child should develop as an individual and as a member of a democratic community.
MINNESOTA.....	200 pupils, half-time librarian; for each 500 pupils, full-time,	Books, periodicals, information file, audio-visual.	$2.50 per pupil for all materials exclusive of encyclopedias;	Maximum seating, 75–100 pupils; detailed specifications for fur-	Organized working collection of books and other library mate-	Major function is to further the objectives of the school program;

	major, 30 s. hrs.' library science or approved minor, 15 s. hrs.' library science; up to 1,000 pupils, 1 clerical assistant; each additional 1,000 pupils, 1 clerical assistant.		books, $1.50 per pupil; books for fewer than 200 pupils, $300 minimum; audio-visual materials to be purchased, 75 cents per pupil; magazines and newspapers, 25 cents per pupil, $40 minimum; encylopedias and unabridged dictionaries every 2 or 3 years; initial sum for estabment of new library.	niture and equipment; 25 sq. ft. per reader; library room in each school.	rials.	school library fulfills its obligations only as the librarian plans and implements an effective program, as pupils and teachers come to know its resources, and as administrators come to understand its services and provide adequate support for them.
MISSISSIPPI.....	.....	2 books per pupil, Class B; 3 books per pupil, Class A; 4 books per pupil, Class AA.	75 cents per pupil, Class B; 75 cents per pupil, Class A; $1 per pupil, ClassAA.			
MISSOURI.....	Class A, regular teacher's requirement; Class AA and AAA, full time, certified librarian.	Variety of suitable books for different ages and interests; reference books; adequate additions and replacements each year; magazines and newspapers.	.....	Adequate to meet needs of instruction in each course offered and to provide for leisure reading.		
NEBRASKA.....	Teacher-librarian, 6 s. hrs.' library science or experience may be substituted for 3 s. hrs., devotes 1 period a day to full time in central library depending on size.	Adequate number of well-selected books, 75% from approved lists; newspapers, periodicals, dictionaries, encyclopedias, pamphlets, picture files, and other standard reference materials; professional library maintained with school budget.	Minimum, $100 for books and supplies; 100–499 pupils, 75 cents per pupil in excess of 100; 500 or more pupils, 50 cents per pupil in excess of 500.	1 or more central library in each school system with classroom libraries in addition; adequate storage space; standard equipment.	Acquisitions; shelf list; Dewey classification; cataloged.	Library materials made available to classrooms.

See footnotes at end of table.

Table IV.—Digest of Elementary School Library Standards, by State, 1954 [1 2 3 4]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
NEW MEXICO.....	Central library professional teacher librarian.	Minimum, 2 books per pupil; 2–10 periodicals, including 1 newspaper; reference books, encyclopedias and at least 1 dictionary for every 5 pupils.	Minimum, $1 per pupil.	Library facilities adequate as resource material; new schools, central library.	.....	Guidance in reading interests; book reporting; book fairs.
NORTH CAROLINA....	15–20 teachers, teacher-librarian, 6 s. hrs.' library science; 20 teachers, teacher-librarian, 12 s. hrs.' library science; a qualified librarian working on a city-wide or countywide basis can fulfill the requirements if this librarian gives specific time for guiding the untrained teacher-librarian.	Minimum, 500; 3 books per pupil; selected from approved lists; encyclopedias; dictionary; 5 magazines.	50 cents per pupil for books and magazines.	10 or more teachers, central library room; book shelving.	Accession record; shelf list; Dewey classification; yearly inventory; State annual report blank.	Instruction in use of books and libraries.
OKLAHOMA.....	.....	1–62 pupils, 5 books per pupil; 63–120 pupils, 4 books per pupil; more than 120 pupils, 3 books per pupil, exclusive of supplementary readers, dictionaries, encyclopedias, references, and textbooks.				

OREGON.....	Supervision by trained teacher-librarian.	Minimum 100 books for 1-room school; additional 5 books per pupil in schools having more than 1 teacher and fewer than 8 teachers; minimum 1,000 books in schools having 8 teachers; and an additional 3 books per pupil in schools having more than 8 teachers; selected from recommended lists; encyclopedia; 3 periodicals for schools employing 1 teacher; 2 periodicals for each classroom in schools employing more than 1 teacher.	.....	Well heated, lighted, and ventilated; space for 30 pupils; standard equipment; classroom collections part of mobile central collection.	.....	Open at all times; central collection supplemented from county, city, and State sources.
VIRGINIA (with 7 or more teachers).	Fewer than 300 pupils, teacher-librarian, 10 hours per week, certificate, 18 s. hrs.' library science, elementary teaching experience; 300 or more pupils, full-time librarian, certificate, 24–30 s. hrs.' library science, elementary teaching experience.	Minimum, 1,000 books; 300 or fewer pupils, 5 books per pupil; 301–500 pupils, 1,500 books; 500 or more pupils, 2,300 books; dictionary, encyclopedia, atlas; 10 magazines from approved list.	50 cents per pupil, exclusive of State aid, salaries, equipment, and supplies.	Separate library room; seat 40 pupils; larger schools, seat 10% of enrollment; standard equipment; workroom and conference room (new schools).	Accession list; shelf list; Dewey classification; cataloged; annual report.	Library instruction.

See footnotes at end of table.

Table IV.—Digest of Elementary School Library Standards, by State, 1954 [1 2 3 4]—Continued

State	Librarian	Books and periodicals	Appropriation	Room and equipment	Organization	Program
WASHINGTON (being revised).	Small schools, several districts, 1 trained school librarian; 500–1,000 pupils, full-time librarian, full-time clerical help; 1,000 or more pupils, 2 full-time librarians.	Minimum, 100 books selected from approved lists; encyclopedias.	Not more than 5% of book budget for periodicals; 50 or fewer pupils, $100; 51–100 pupils, $2 per pupil until 5 books per pupil, then $1.50; 101–500 pupils, $2 per pupil until 5 books per pupil, then $1.25 per pupil; 501 and more pupils, $2 per pupil until 5 books per pupil, then $1 per pupil.			
WEST VIRGINIA.....	Pupil librarians are approved.	Books chosen from approved lists for classrooms with range from 38 books plus 50 from circulating library to 150 books; books selected according to use in learning activities; periodicals chosen from approved lists, according to needs and interests of pupils.	At least $1 per pupil...	Bookshelves in each room; reading table or arranged reading corner for free use of pupils.	Classified; cataloged; adequate charging system.	Efficient use made of library, including periodicals, in daily learning activities.

WISCONSIN.....	Teacher maintains the classroom library where there is no central library; central library: 100–299 pupils, teacher-librarian, 2 hours; 300–499 pupils, teacher-librarian, half-day; 500 pupils or more, full time.	1 set acceptable encyclopedias 1 dictionary for every 40 pupils, above 5th grade (collegiate for grades); minimum in schools of 100 or fewer pupils, 5–10 books per pupil; selected from lists; general books collection to supplement curricular program and provide leisure reading; periodicals and pamphlets; schools of 100 or more pupils own and use current *Children's Catalog* or Wilson's *Standard Catalog*.	$1.50 per pupil or $25 whichever is larger, in addition to amount provided by State for books, not including encyclopedias and dictionaries.	Classroom libraries in each room, may or may not be supplemented by central library.	Accession record; shelf list; Dewey classification; cataloged (6–12 grades); circulation; pupil reading record; magazine list.	Library available at all times.

[1] Source of information: Letters, bulletins, and circulars of information from State Departments of Education, 1954.

[2] States that use recommendations rather than required standards: Alabama, Connecticut, Illinois, Michigan, New Jersey, New York, North Dakota, Ohio, South Carolina, and Tennessee.

[3] Explained fully in *Guide for the Study of the Elementary School, 1952–53.* Little Rock, Ark., Division of Instruction, Department of Education.

[4] Prepared by the Association of School Librarians of California. The enforcement is purely a local matter with no outside agency inspecting or rating the school except for State credentials.

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